



## ALIGNMENT

# Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS<sup>®</sup>-3)

WITH

Michigan's Early Childhood Standards of Quality  
for Infants, Toddlers, and Prekindergarten

## **Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with Michigan’s Early Childhood Standards of Quality**

This document aligns the content from the Early Development and Learning Strands for Infants and Toddlers in Michigan’s Early Childhood Standards of Quality for Infants and Toddler Programs [revised 2013] and Early Learning Expectations For Three- and Four-Year-Old Children in Michigan’s Early Childhood Standards of Quality for Prekindergarten [revised 2013] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

### **References**

Bricker, D., Dionne, C., Grisham, J., Johnson, J.J., Macy, M., Slentz, K., & Waddell, M. (2022). *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*. Brookes Publishing Co.

Michigan State Board of Education. *Early Childhood Standards of Quality for Infant and Toddler Programs*. (2013). Retrieved from: [https://www.michigan.gov/documents/mde/ECSQ\\_IT\\_approved\\_422341\\_7.pdf](https://www.michigan.gov/documents/mde/ECSQ_IT_approved_422341_7.pdf)

Michigan State Board of Education. *Early Childhood Standards of Quality for Prekindergarten*. (2005). Retrieved from: [https://www.michigan.gov/documents/mde/ECSQ\\_OK\\_Approved\\_422339\\_7.pdf](https://www.michigan.gov/documents/mde/ECSQ_OK_Approved_422339_7.pdf)

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## Early Development and Learning Strands for Infants and Toddlers

### Strand A: Well-Being

#### Goal 1: Infants and toddlers experience environments where their physical health is promoted.

a. Increasing awareness, understanding, and appreciation of their bodies and how they function.	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
b. Increased coordination (e.g., eye-hand movements)	Fine Motor	A. Reach, Grasp, and Release	All
c. Emerging self-help and self-care skills for eating, drinking, toileting, resting, sleeping, washing, and dressing.	Adaptive	A. Eating and Drinking	1. Uses lips to take semisolid foods off eating utensil
d. Positive attitudes towards eating, sleeping, toileting, and active movement.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult

**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**Goal 2: Infants and toddlers experience environments where their social and emotional well-being is nurtured.**

a. Emerging skill in self-regulation.	Social-Emotional	B. Social-Emotional Expression and Regulations	2. Uses appropriate strategies to manage emotional states
b. An increasing capacity to pay attention, focus, concentrate, and be involved.	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
c. A growing capacity to tolerate and enjoy a moderate degree of change, surprises, uncertainty, and potentially puzzling events.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
d. A sense of personal worth and the worth of others, and reassurance that personal worth does not depend on today's behavior or ability.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
e. An increasing ability to identify their own emotional responses and those of others.	Social-Emotional	B. Social-Emotional Expression and Regulations	1.2 Identifies/labels own emotions
f. Confidence and ability to express emotional needs without fear.	Social-Emotional	B. Social-Emotional Expression and Regulations	2.2 Seeks comfort, closeness, or physical contact from familiar adult
g. Trust that their social-emotional needs will be responded to.	Social-Emotional	B. Social-Emotional Expression and Regulations	2.2 Seeks comfort, closeness, or physical contact from familiar adult
h. A trusting relationship with nurturing and responsive caregivers.	Social-Emotional	B. Social-Emotional Expression and Regulations	2.3 Responds appropriately to soothing by adult
i. The ability to respond and engage in reciprocal interactions.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
j. Emerging capacities for caring and cooperation.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

**Goal 3: Infants and toddlers experience environments where they are kept safe from harm.**

a. Increasing awareness of what can harm them.	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
b. Increasing confidence that they can participate and take risks without fear of harm.	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
c. Comfort in expressing their fears openly with trust that their fears will be taken seriously.	Social-Emotional	B. Social-Emotional Expression and Regulations	2.2 Seeks comfort, closeness, or physical contact from familiar adult
d. Ability to respond to caregiver instructions related to safety.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Responds appropriately to warnings of dangerous conditions or substances

### Strand B: Belonging

#### Goal 1: Infants and toddlers experience environments where they know they belong and have a place.

a. An attachment to their primary caregivers and primary care group.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
b. A feeling of being valued as an important individual who belongs within the group setting.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
c. An increasing ability to play an active part in the day to day activities of the program.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
d. Skills in caring for the environment (e.g., cleaning up, wiping the table, flushing the toilet, helping others).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
e. Confidence in and an ability to express their ideas.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
f. A comfort level in taking on different roles in their environment (e.g., helping others, turning off the water, holding the door).	Social-Emotional	E. Meeting Social Expectations	3. Participates in familiar social routines with caregivers

#### Goal 2: Infants and toddlers experience environments where they are comfortable with routines, schedules, and activities.

a. An understanding of the routines, family customs, and regular events of the program.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
b. An understanding that these routines, customs, and regular events can differ from their homes and from other settings.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
c. An understanding that they and others can be a part of the group	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
d. Capacities to predict routines and regular events that make up the day or the session.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
e. A growing ability to cope with change.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
f. Enjoyment of and interest in a moderate degree of change.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
g. Increasing mastery of self-help skills to assist with daily personal routines.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
h. An increasing sense of independence and competence during daily routines and activities.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered

**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**Goal 3: Infants and toddlers experience environments where they increasingly understand the nature and boundaries of acceptable behavior.**

a. An increasing capacity to successfully communicate their feelings, needs, and wants.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
b. A recognition that the setting has reasonable boundaries and expectations for behavior.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
c. The beginning of an understanding of the reasons for boundaries and expectations.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
d. Expectations that the setting is predictable, fair, and consistently caring.	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
e. An increasing awareness of the impact and consequences of their actions	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
f. An increasing ability to self-regulate their behavior.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
g. The ability to express disagreement with peers and caregivers in developmentally appropriate ways.	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state

**Goal 4: Infants and toddlers experience environments where positive connections among their families, the program, and the children are affirmed.**

a. An understanding of the links between the early childhood education and care setting and their homes through people, images, objects, languages, sounds, smells, and tastes.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
b. Interest and pleasure in discovering new environments where the people, images, objects, languages, sounds, smells, and tastes are sometimes different from those at home.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
c. The ability to interact with an increasing number of significant people in their lives, beyond their families and primary caregivers.	Social-Communication	C. Interactions with Peers	1.1 Initiates social behavior toward peer

## Strand C: Exploration

**Goal 1: Infants and toddlers experience environments where the importance of spontaneous play is recognized and play is valued as meaningful learning.**

a. Strategies for exploring and satisfying their curiosity.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
b. Symbolic, pretend, and dramatic play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
c. Creativity and spontaneity in their play.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
d. The ability to make decisions and choose their own materials.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
e. An emerging understanding that not knowing and being uncertain are part of learning.			
f. Emerging expressions of intentionality in their play and relationships.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer

**Goal 2: Infants and toddlers experience environments where they gain confidence in and greater control of their bodies.**

a. Increasing control over their bodies, including increasing abilities in the use of large and small muscles, balance and coordination of eye-hand movements, and increasing agility, coordination, and balance.	Fine Motor	A. Reach, Grasp and Release	All
	Gross Motor	A. Body Control and Weight Transfer	All
b. Strategies for actively exploring and making sense of the world by using their bodies, including active exploration with all the senses, and the use of tools, materials, and equipment to extend skills.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
c. Confidence with moving in space, moving to rhythm, and playing near and with others.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
d. Awareness of good hygiene practices (e.g., tooth brushing, hand washing, covering mouth/nose when coughing).	Adaptive	B. Personal Care Routines	All

**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**Goal 3: Infants and toddlers experience environments where they learn strategies for active exploration, thinking, and reasoning.**

a. The confidence to explore and make sense of their world through simple problem solving, recognizing patterns, learning from trial and error, asking questions, listening to others, simple planning, observing, and listening to stories.	Cognitive	A Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
b. An attitude of themselves as “explorers” — competent, confident learners who ask questions and make discoveries.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
c. The confidence to choose and experiment with materials, to explore actively with all the senses, and to use what they learn to generalize their learning to other experiences.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
d. The ability to learn new things from the materials and people around them.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

**Goal 4: Infants and toddlers experience environments where they develop a growing sense of social relationships, the natural environment, and the physical world.**

a. The ability to question, explore, generate, and modify their own ideas about the world around them.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
b. Familiarity with a variety of materials (e.g., sand, water, ice, bubbles, blocks, paper).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
c. Spatial understandings, including an awareness of how two- and three-dimensional objects can be fitted together and moved in space.	Cognitive	C. Conceptual knowledge	3.2 Classifies according to physical attribute
d. A knowledge of the natural environment in the outdoor area of the program and the local neighborhood (e.g., the neighborhood park, grassy field, a wooded area).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
e. Social relationships and social concepts (e.g., friendship, authority, social rules and understandings).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments



**MI Standard****AEPS-3 Area****AEPS-3 Strand****AEPS-3 Item****Goal 5: Infants and toddlers experience environments where their interests and initiative provide direction for learning opportunities and for the practice and mastery of developing skills.**

a. Progressively more complex skills.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
b. The ability to pursue interests independently.	Social Communication	D. Independent and Group Participation	3. Initiates and completes independent activities
c. The understanding that they have a significant role in initiating exploration, play, and learning.	Social Communication	D. Independent and Group Participation	3.3 Entertains self by playing with toys

## Strand D: Communication

**Goal 1: Infants and toddlers experience environments where they develop attitudes and skills to communicate successfully with others.**

a. The ability to express their feelings and emotions in a range of appropriate ways.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
b. Confidence that their first languages [e.g., whether spoken English, a spoken language other than English, or American Sign Language (ASL)] are valued, supported, and understood.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
c. Responsive and reciprocal communication skills (e.g., turn-taking).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
d. A playful interest in repetitive sounds and words, and aspects of language (e.g., rhythm, rhyme, alliteration).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
e. Increasing skill with and understanding of non-verbal messages, including the ability to attend to and make non-verbal requests.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
f. The inclination and ability to communicate, pay attention, and respond appropriately to others.	Social Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
g. Increasing knowledge and skill in syntax, meaning, and vocabulary in at least one language.	Social Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
h. Language skills in real, play, and problem-solving contexts as well as in more structured language contexts (e.g., through books, finger plays, singing, storytelling/re-enacting).	Social Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
i. Communication skills for increasingly complex purposes (e.g., expressing and asking others about intentions, expressing feelings and attitudes, negotiating, predicting, planning, reasoning, guessing, storytelling).	Social Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**Goal 2: Infants and toddlers experience environments where they have opportunities to communicate through the use of symbols/pictures, signs, and stories.**

a. An understanding that symbols/pictures can be “read” by others, and that thoughts, experiences, and ideas can be represented through gestures, signs, words, pictures, print, numbers, sounds, shapes, models, facial expression, and photographs.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
b. Familiarity with symbols/pictures and their uses (including print) by exploring and observing them in activities that have meaning and purpose and are developmentally appropriate for infants and toddlers.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
c. Familiarity with an appropriate selection of the stories and literature valued by the cultures in their community.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
d. Familiarity with numbers and their uses by exploring and observing the use of numbers in activities that have meaning and purpose for infants and toddlers.	Math	A. Counting	1. Counts out 3 items
e. An interest in exploring and using mathematical, reading, and writing materials.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
f. An interest in creating and using symbols/pictures.	Literacy	E. Writing	2.1 Makes representational drawings
g. An expectation that words, books, numbers, and other symbols/pictures can amuse, delight, comfort, illuminate, inform, and excite.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading

**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**Goal 3: Infants and toddlers experience environments where they discover and develop different ways to be creative and expressive about their feelings and thoughts.**

a. Familiarity with the properties and characteristics of the materials used in the creative and expressive arts.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
b. Skill and confidence with the processes of art (e.g., drawing, collage, painting, print-making, constructing).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
c. Skill with media that can be used for expressing a mood or a feeling or for representing information (e.g., crayons, pencils, paint, blocks, wood, musical instruments, movement).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
d. An ability to be creative and expressive through a variety of activities (e.g., pretend play, art, storytelling, music).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
e. An awareness that music, art, drama, and dance can be expressions of feeling, mood, situation, and culture.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
f. Confidence to sing songs, including songs of their own, and to experiment with chants and pitch patterns.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
g. An increasing ability to keep a steady beat (e.g., through speech, chants, dances, movement to simple rhythmic patterns).	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
h. An expectation that music, art, drama, and dance can amuse, delight, comfort, illuminate, inform, and excite.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
i. Familiarity with a variety of types of music, art, drama, and dance as expressions of feeling, mood, situation, occasion, and culture.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

## Strand E: Contribution

**Goal 1: Infants and toddlers experience environments where the opportunities for learning are equitable, irrespective of gender, ability, age, home language, ethnicity, or background.**

a. Empathy, understanding, and awareness of others' feelings, and make comforting and accepting gestures to peers and others in distress.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
b. Emerging concern for other children who may be excluded from activities because they are different.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
c. Understanding of the pro-social value of honesty and truthfulness to the extent their construction of and perception of reality permits it.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
d. The ability to carry out or follow through on simple tasks that help or benefit themselves or others.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
e. Positive and accepting attitudes toward people of a variety of backgrounds/characteristics (e.g., race, physical characteristics, culture, language spoken or signed, ethnic background).	Social Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
f. The ability to respond and engage in developmentally appropriate reciprocal interactions.	Social Communication	A. Early Social Communication	3. Engages in vocal exchanges
g. Emerging skills in caring and cooperation.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**Goal 2: Infants and toddlers experience environments where they are affirmed as individuals.**

a. A sense of “who they are,” their place in the wider world of relationships, and the ways in which these are appreciated.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
b. A range of abilities and interests (e.g., spatial, visual, linguistic, physical, musical, logical or mathematical, personal, social) which build on the children’s strengths.	Social Communication	A. Early Social Communication	4.2 Makes choices to express preferences
c. A sense of being able to make something happen that matters to them and to others.	Social Communication	A. Early Social Communication	4.2 Makes choices to express preferences
d. A growing sense that they are valued and that their presence and activities gain positive responses from others.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
e. A sense of optimism, that life is exciting and enjoyable, and they have a positive place within it.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
f. The ability to look forward to events that affirm their growth (e.g., getting taller, getting new shoes, a first haircut, looking forward to upcoming visitors and events).	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
g. An awareness of themselves as unique individuals.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**Goal 3: Infants and toddlers experience environments where they are encouraged to interact and learn with and alongside others.**

a. An increasing ability to take another’s point of view and to empathize with others.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
b. Ways to enjoy solitary play when they choose to be alone.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
c. An increasing sense of competence and confidence in growing abilities.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
d. Acceptable ways to assert their independence.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
e. ‘Friendship skills,’ where they can play harmoniously with their peers through cooperation and participate in the give and take of ideas.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
f. An increasing ability to share by showing interest in and awareness of the feelings of others.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects

**Goal 4: Infants and toddlers experience environments where they and their families are empowered to make contributions within the program and as members of their communities.**

a. A growing sense of themselves as part of a family.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
b. A sense of pride in themselves and their families.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
c. A growing sense of connection and consistency across their homes, the program and their community.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
d. A positive sense about their participation in the program, their families, and their community.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

## Early Learning Expectations for Three- and Four-Year-Old Children

### Approaches to Learning

#### Subdomain: Habits of Mind

**1. Early Learning Expectation: Creativity-Imagination-Visualization. Children demonstrate a growing ability to use originality or vision when approaching learning; use imagination, show ability to visualize a solution or new concept.**

1. Can be playful with peers and adults.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
2. Make connections with situations or events, people or stories.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
3. Create new images or express ideas.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
4. Propose or explore possibilities to suggest what an object or idea might be 'otherwise.'	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
5. Expand current knowledge onto a new solution, new thinking or new concept.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
6. Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
7. Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange



**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**2. Early Learning Expectation: Initiative-Engagement-Persistence-Attentiveness. Children demonstrate the quality of showing interest in learning; pursue learning independently.**

1. Initiate 'shared thinking' with peers and adults.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
2. Grow in abilities to persist in and complete a variety of tasks, activities, projects and experiences.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
3. Demonstrate increasing ability to set goals and to develop and follow through on plans.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
4. Show growing capacity to maintain concentration in spite of distractions and interruptions.	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
5. Explore, experiment and ask questions freely.	Cognitive	E. Scientific Discovery	All

**3. Early Learning Expectation: Curiosity–Inquiry-Questioning-Tinkering-Risk Taking. Children demonstrate an interest and eagerness in seeking information (e.g., be able to see things from a different perspective, fiddling with something to figure it out or attempting a reasonable solution).**

1. Express a 'sense of wonder.'	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
2. Choose to take opportunities to explore, investigate or question in any domain.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
3. Re-conceptualize or re-design (block structures, shapes, art materials, digital images, simple graphs).	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations

**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**4. Early Learning Expectation: Resilience-Optimism-Confidence. Children demonstrate the capacity to cope with change, persist, move ahead with spirit, vitality and a growing belief in one’s ability to realize a goal.**

1. Manage reasonable frustration.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
2. Meet new and varied tasks with energy, creativity and interest.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
3. Explore and ask questions.	Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
4. Begin to organize projects or play; make and carryout plans.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
5. Use stories and literature to pretend, play, act or take on characters to help establish their situation or reality.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
6. Begin to set aside fear of failure when self initiating new tasks.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

**5. Early Learning Expectation: Reasoning-Problem Solving-Reflection. Children demonstrate a growing capacity to make meaning, using one’s habits of mind to find a solution or figure something out.**

1. Begin to hypothesize or make inferences.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
2. Show an increasing ability to ask questions appropriate to the circumstance.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
3. Show an increasing ability to predict outcomes by checking out and evaluating their predictions.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
4. Attempt a variety of ways of solving problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
5. Demonstrate enjoyment in solving problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
6. Gather information and learn new concepts through experimentation and discovery, making connections to what they already know.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
7. Share through words or actions the acquisition of increasingly complex concepts.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
8. Show an increasing ability to observe detail and attributes of objects, activities, and processes.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

## MI Standard

## AEPS-3 Area

## AEPS-3 Strand

## AEPS-3 Item

## Subdomain: Habits of Mind

**6. Early Learning Expectation: Participation-Cooperation-Play-Networking-Contribution. Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all; join a community of learners in person and digitally as appropriate.**

1. Learn from and through relationships and interactions.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
2. Show an increasing ability to initiate and sustain age-appropriate play and interactions with peers and adults.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
3. Begin to develop and practice the use of problem-solving and conflict resolution skills.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
4. Recognize respectfully the similarities and differences in people (gender, family, race, culture, language).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
5. Show an increasing capacity to consider or take into account another's perspective.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
6. Can join a community of learners in person and digitally as appropriate; enjoy mutual engagement.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
7. Contribute individual strengths, imagination or interests to a group.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
8. Successfully develop and keep friendships.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
9. Participate successfully as group members.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
10. Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms and communities.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered

**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**7. Early Learning Expectation: Respect for Self and Others — Mental and Behavioral Health. Children exhibit a growing regard for one’s mind and capacity to learn; demonstrate the capacity of consideration for others; show a growing capacity to self-regulate and demonstrate self-efficacy.**

1. Show increasing respect for the rights of others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
2. Extend offers (gestures, words) of help to peers or adults, to help them feel that they belong to the group.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
3. Cope with stress in a reasonable and age appropriate way. Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
4. Use positive communication and behaviors (do not mock, belittle, or exclude others).	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
5. Resolve (or attempt to resolve) conflicts respectfully.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
6. Increasingly develop greater self-awareness; identify their own interests and strengths. Can be comfortable choosing to be alone.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
7. Demonstrate the ability to care. Can respond with sensitivity or sincerity, later empathy.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
8. Can resist and effectively respond to inappropriate peer pressure (as age appropriate).	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
9. Demonstrate positive feelings about their own gender, family, race, culture and language.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
10. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
11. Demonstrate a reasonable self-perception of confidence, can make choices and explain discoveries.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**8. Early Learning Expectation: Responsibility-Ethical Actions. Children are becoming accountable or reliable for their actions to self and others.**

1. Contribute to the community (classroom, school, neighborhood) as age appropriate.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
2. Grow in understanding of the need for rules and boundaries in their learning and social environments.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
3. Show an increasing ability to follow simple, clear and consistent directions and rules.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
4. Begin to take action to fix their mistakes, solve problems with materials and resolve conflicts with others; do not blame others inappropriately.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
5. Take initiative to do something positive to contribute to their community (family, classroom, school, neighborhood) as age appropriate.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
6. Increase understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
7. Use materials purposefully, safely and respectfully more of the time.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
8. Respect the property of others and that of the community.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

## Creative Development

## Creative Arts

**1. Early Learning Expectation: Visual Arts. Children show how they feel, what they think, and what they are learning through experiences in the visual arts.**

1. Use their own ideas to draw, paint, mold, and build with a variety of art materials (e.g., paint, clay, wood, materials from nature such as leaves).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
2. Begin to plan and carry out projects and activities with increasing persistence.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
3. Begin to show growing awareness and use of artistic elements (e.g., line, shape, color, texture, form).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
4. Create representations that contain increasing detail.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

**2. Early Learning Expectation: Instrumental and Vocal Music. Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.**

1. Participate in musical activities (e.g., listening, singing, finger plays, singing games, and simple performances) with others.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
2. Begin to understand that music comes in a variety of musical styles.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
3. Begin to understand and demonstrate the components of music (e.g., tone, pitch, beat, rhythm, melody).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
4. Become more familiar with and experiment with a variety of musical instruments.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**3. Early Learning Expectation: Movement and Dance. Children show how they feel, what they think, and what they are learning through movement and dance experiences.**

1. Can respond to selected varieties of music, literature, or vocal tones to express their feelings and ideas through creative movement.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
2. Begin to show awareness of contrast through use of dance elements (e.g., time: fast/slow; space: high/middle/low; energy: hard/soft).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
3. Begin to identify and create movement in place and through space.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

**4. Early Learning Expectation: Dramatic Play. Children show how they feel, what they think, and what they are learning through dramatic play.**

1. Grow in the ability to pretend and to use objects as symbols for other things.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
2. Use dramatic play to represent concepts, understand adult roles, characters, and feelings.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
3. Begin to understand components of dramatic play (e.g., setting, prop, costume, voice).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
4. Contribute ideas and offer suggestions to build the dramatic play theme.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
5. Begin to differentiate between fantasy and reality.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play

**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**5. Early Learning Expectation: Aesthetic Appreciation. Children develop rich and rewarding aesthetic lives.**

1. Develop healthy self-concepts through creative arts experiences.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
2. Show eagerness and pleasure when approaching learning through the creative arts.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
3. Show growing satisfaction with their own creative work and growing respect for the creative work of others.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
4. Can use alternative forms of art to express themselves depending on the avenues available to them (e.g., through the visual arts, if hearing impaired; through listening to music, if physically impaired).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
5. Are comfortable sharing their ideas and work with others.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
6. Use the creative arts to express their view of the world.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
7. Begin to develop their own preferences for stories, poems, illustrations, forms of music, and other works of art.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
8. Begin to appreciate their artistic heritage and that of other cultures.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
9. Can talk about their creations with peers and adults.	Social-Emotional	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
10. Begin to develop creative arts vocabulary.	Social-Emotional	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange



## Language and Early Literacy Development

**1. Early Learning Expectation: Emergent Reading. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.**

**A. In comprehension strategies:**

1. Retell a few important events and ideas they have heard from written materials (e.g., in stories and in books about things and events).	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
2. Enlarge their vocabularies both with words from conversation and instructional materials and activities.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
3. Use different strategies for understanding written materials (e.g., making predictions using what they already know, using the structure of texts, linking themselves and their experiences to the written materials, asking relevant questions).	Literacy	D. Vocabulary and Story Comprehension	All
4. Demonstrate reading-like behaviors with familiar written materials [i.e., moving from labeling pictures to creating connected stories using book language (e.g., "Once upon a time ... "); using patterns and vocabulary that occur in printed material to making use of printed text (e.g., trying out what one is learning about words and sounds)].	Literacy	D. Vocabulary and Story Comprehension	All
5. Talk about preferences for favorite authors, kinds of books, and topics and question the content and author's choices (critical literacy).	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences

**B. In print and alphabetic knowledge:**

1. Show progress in identifying and associating letters with their names and sounds.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
2. Recognize a few personally meaningful words including their own name, "mom," "dad," signs, and other print in their environment.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text
3. Participate in play activities with sounds (e.g., rhyming games, finger plays).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play

**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

MI Standard	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>C. In concepts about reading:</b>			
1. Understand that ideas can be written and then read by others.	Literacy	E. Writing	1. "Reads" back own dictation to label or caption picture
2. Understand print and book handling concepts including directionality, title, etc.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
3. Understand that people read for many purposes (e.g., enjoyment, information, to understand directions).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
4. Understand that printed materials have various forms and functions (e.g., signs, labels, notes, letters, types).	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
5. Develop an understanding of the roles of authors and illustrators.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
<b>2. Early Learning Expectation: Writing Skills. Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.</b>			
1. Begin to understand that their ideas can be written and then read by themselves or others.	Literacy	E. Writing	1. "Reads" back own dictation to label or caption picture
2. Use a variety of forms of early writing (e.g., scribbling, drawing, use of letter strings, copied environmental print) and move toward the beginning of phonetic and/or conventional spelling.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
3. Begin to develop an understanding of purposes for writing (e.g., lists, directions, stories, invitations, labels).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
4. Represent their own or imaginary experiences through writing (with/ without illustrations).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
5. Begin to write familiar words such as their own name.	Literacy	E. Writing	3.2 Prints first name
6. Attempt to read or pretend to read what they have written to friends, family members, and others.	Literacy	E. Writing	1. "Reads" back own dictation to label or caption picture
7. Show beginnings of a sense of the need to look over and modify their writings and drawings (e.g., adding to picture or writing).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
8. Develop greater control over the physical skills needed to write letters and numbers.	Fine Motor	C. Mechanics of Writing	All

**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**3. Early Learning Expectation: Spoken Language: Expressive. Children develop abilities to express themselves clearly and communicate ideas to others.**

1. Use spoken language for a variety of purposes (e.g., to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
2. Show increasing comfort and confidence when speaking.	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
3. Experiment and play with sounds (e.g., rhyming, alliteration, playing with sounds, and other aspects of phonological awareness).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
4. Continue to develop vocabulary by using words learned from stories and other sources in conversations.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
5. Speak in increasingly more complex combinations of words and in sentences.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
6. Understand the roles of the participants in conversation (e.g., taking turns in conversation and relating their own comments to what is being talked about; asking relevant questions).	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
7. Take part in different kinds of roles as a speaker (e.g., part of a group discussion, role playing, fantasy play, storytelling and retelling).	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
8. Use nonverbal expressions and gestures to match and reinforce spoken expression.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
9. Show progress in speaking both their home language and English (if non-English-speaking children).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
10. If appropriate, show progress in learning alternative communication strategies such as sign language.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**4. Early Learning Expectation: Spoken Language: Receptive. Children grow in their capacity to use effective listening skills and understand what is said to them.**

1. Gain information from listening (e.g., to conversations, stories, songs, poems).	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
2. Show progress in listening to and following spoken directions.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
3. Show progress in listening attentively, avoiding interrupting others, learning to be respectful.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
4. Respond with understanding to speech directed at them.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
5. Understand the concept and role of an audience (e.g., being part of an audience, being quiet, being considerate, looking at the speaker).	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
6. Understand and respond appropriately to non-verbal expressions and gestures.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
7. Show progress in listening to and understanding both their home language and English (if non-English-speaking children).	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others

**5. Early Learning Expectation: Viewing Images and Other Media Materials. Children begin to develop strategies that assist them in viewing a variety of images and multimedia materials effectively and critically.**

1. View images and other media materials for a variety of purposes (e.g., to gain information, for pleasure, to add to their understanding of written materials, for visual cues or creative purposes).	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
2. Use different strategies for understanding various media (e.g., making predictions using what they already know, using the structure of the image or media, linking themselves and their experiences to the content, asking relevant questions).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
3. Begin to compare information across sources and discriminate between fantasy and reality.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Cognitive	E. Scientific Discovery	4. Transfers knowledge

**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**6. Early Learning Expectation: Positive Attitudes about Literacy. Children develop positive attitudes about themselves as literate beings — as readers, writers, speakers, viewers, and listeners.**

1. Choose to read, write, listen, speak, and view for enjoyment and information, and to expand their curiosity.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
2. Demonstrate emotion from literacy experiences (e.g. laughter, concern, curiosity).	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
3. Make connections with situations or events, people or stories.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Cognitive	D. Reasoning	4. Transfers knowledge
4. Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
5. Show growth in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

**7. Early Learning Expectation: Diversity of Communication. Children begin to understand that communication is diverse and that people communicate in a variety of ways.**

1. Understand that some people communicate in different languages and other forms of English.	Social-Communication	D. Social Use of Language	All
2. Become aware of the value of the language used in their homes.	Social-Communication	D. Social Use of Language	All
3. Become aware of alternate and various forms of communication (e.g., Braille, sign language, lip reading, digital communication tablets).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
4. Begin to understand the value and enjoyment of being able to communicate in more than one language or form of communication.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

## Dual Language Learning

**1. Early Learning Expectation: Receptive English Language Skills. Children demonstrate an increasing ability to comprehend or understand the English language at an appropriate developmental level.**

1. Observe peers and adults with increasing attention to understand language and intent.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
2. Respond with non-verbal actions and basic English words or phrases to communicate.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
3. Demonstrate increased understanding of simple words and phrases used in daily routines or content studies.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
4. Increase understanding of multiple meanings of words.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
5. Exhibit a growing vocabulary of basic and high-frequency words.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
6. Demonstrate a beginning of phonological awareness and phonics.	Literacy	B. Phonological Awareness	All

**2. Early Learning Expectation: Expressive English Language Skills. Children demonstrate an increasing ability to speak or use English at an appropriate developmental level.**

1. Express basic needs using common words or phrases in English.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
2. Participate with peers and adults in simple exchanges in English.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
3. As age appropriate, attempt to use longer sentences or phrases in English.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
4. Continue to use and build home language as needed to build understanding of words and concepts in second language.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

## MI Standard

## AEPS-3 Area

## AEPS-3 Strand

## AEPS-3 Item

**3. Early Learning Expectation: Engagement in English Literacy Activities. Children demonstrate increased understanding and response to books, storytelling, and songs presented in English and increased participation in English literacy activities.**

1. Demonstrate increasing attention to stories and book reading.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
2. Name or recall characters in stories.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
3. Use both verbal and nonverbal methods to demonstrate understanding as early literacy skills also increase.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
4. Begin to talk about books, stories, make predictions or take a guess about the book.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story

**4. Early Learning Expectation: Engagement in Writing. Children demonstrate an increasing ability to write words or engage in early stages of writing in English.**
*Alphabet*

1. Engage in early drawing or emergent writing attempts.	Literacy	E. Writing	2.1 Makes representational drawings
2. Copy letters of the English alphabet as age appropriate.	Literacy	E. Writing	3.3 Copies entire first name

*Words*

3. Write or copying important words (name, friends, and family).	Literacy	E. Writing	3.3 Copies entire first name
4. Write name using a capital letter at the beginning.	Literacy	E. Writing	3.2 Prints first name
5. Copy words or labels from integrated learning (math, science, arts) experiences.	Literacy	E. Writing	3. Writes words using conventional spelling
6. Use drawing and emergent writing together.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**5. Early Learning Expectation: Social Interaction. Children interact with peers in play, classroom and social situations using English with increasing ability and comfort; use first language when appropriate and share home culture.**

1. Demonstrate and also accept positive verbal and non-verbal interactions from peers.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
<i>In English:</i>			
2. Engage with the teacher and others in a positive manner.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
3. Communicate emotions appropriately and beginning to label feelings.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
4. Show both verbal and non-verbal attempts to participate with peers.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
<i>In the First Language:</i>			
5. Write, draw and talk about family and cultural traditions (songs, food, celebrations, etc.).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
6. Demonstrate pride and recognition of first language.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
7. Build skills in first language.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction



### Technology Literacy-Early Learning in Technology

#### 1. Early Learning Expectation: Creativity and Innovation. Children use a variety of developmentally appropriate digital tools to learn and create.

1. Can describe and creatively use a variety of technological tools independently or with peer or adult help.	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
2. Understand that technology tools can be used throughout the day.			
3. Understand that different technology tools have different uses, including communicating feelings and ideas.			

#### 2. Early Learning Expectation: Communication and Collaboration. Children work together when using developmentally appropriate digital tools.

1. Respond to other children's technology products vocally or within the technology tool.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
2. Work with one or more other children to plan and create a product with a technology tool.	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device

#### 3. Early Learning Expectation: Research and Information Literacy. With adult support and supervision, children interact with developmentally appropriate Internet based resources. With adult support, children use developmentally appropriate digital resources to locate and use information relating to a topic under study.

1. Begin to be able to navigate developmentally appropriate websites.			
2. Understand that the internet can be used to locate information as well as for entertainment.			
3. Respond to information found on the internet in developmentally appropriate ways (e.g., tell what they learned, draw a picture, use the information to accomplish a task).	Cognitive	E. Scientific Discovery	4. Transfers knowledge

**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**4. Early Learning Expectation: Critical Thinking, Problem Solving, and Decision Making. Children can explain some ways that technology can be used to solve problems.**

1. Talk, ask questions, solve problems and share ideas with peers and adults, when using computers and other technology tools.	Social-Communication	D. Social Use of Language	All
2. When faced with a problem, suggest the use of technology tool to solve the problem (e.g., take a picture of a block creation to show parents, find out the size of a dinosaur).	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation

**5. Early Learning Expectation: Digital Citizenship. Children begin to understand how technology can be used appropriately or inappropriately.**

1. Begin to state and follow rules for safe use of the computer and other technology tools.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
2. Begin to understand how technology can be used inappropriately (e.g., using another’s cell phone without permission, using the Internet without supervision).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
3. Identify the Michigan Cyber Safety Initiative’s three rules (Keep Safe, Keep Away, Keep Telling).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
4. Identify personal information that should not be shared on the Internet or the phone (e.g., name, address, phone).	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
5. Know to use the computer only when an adult is supervising and to inform a trusted adult if anything on the Internet creates discomfort.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

**6. Early Learning Expectation: Technology Operations and Concepts. Children begin to learn to use and talk about technology tools appropriately.**

1. Can follow simple directions to use common technology tools.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
2. Recognize and name the major parts of a computer and other devices.			
3. Understand the need for and demonstrate basic care for technology equipment.			
4. Use adaptive devices to operate a software program as necessary.			

## Social, Emotional and Physical Health and Development

### Social and Emotional Development and Health

#### 1. Early Learning Expectation: Understanding of Self. Children develop and exhibit a healthy sense of self.

1. Show an emerging sense of self-awareness.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
2. Continue to develop personal preferences.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
3. Demonstrate growing confidence in expressing their feelings, needs and opinions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
4. Become increasingly more independent.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
5. Recognize and have positive feelings about their own gender, family, race, culture and language.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
6. Identify a variety of feelings and moods (in themselves and others).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others

#### 2. Early Learning Expectation: Expressing Emotions. Children show increasing ability to regulate how they express their emotions.

1. Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
2. Grow in their ability to follow simple, clear, and consistent directions and rules.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
3. Use materials purposefully, safely, and respectfully more and more of the time.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
4. Begin to know when and how to seek help from an adult or peer.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
5. Manage transitions and follow routines most of the time.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
6. Can adapt to different environments.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**3. Early Learning Expectation: Relationships with Others. Children develop healthy relationships with other children and adults.**

1. Increase their ability to initiate and sustain age-appropriate interactions with peers and adults.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
2. Begin to develop and practice the use of problem-solving and conflict resolution skills.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
3. Recognize similarities and differences in people (gender, family, race, culture, language).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
4. Increase their capacity to take another’s perspective.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
5. Show increasing respect for the rights of others.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
6. Show progress in developing and keeping friendships.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
7. Participate successfully as a group member.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
8. Demonstrate an increasing sense of belonging and awareness of their role as a member of a family, classroom, and community.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

## Physical Development

**4. Early Learning Expectation: Body Control and Activity. Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.**

1. Begin to recognize and learn the names of body parts.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
2. Begin to understand spatial awareness for themselves, others, and their environment.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
3. Participate actively and on a regular basis, in games, outdoor play, and other forms of vigorous exercise that enhance physical fitness.	Gross Motor	C. Active Play	All
4. Increasingly develops greater self-awareness; identifies his or her own interest and strengths.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

**5. Early Learning Expectation: Gross Motor Development. Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in a variety of both structured and unstructured and planned and spontaneous settings.**

1. Begin or continue to develop traveling movements such as walking, climbing, running, jumping, hopping, skipping, marching, and galloping.	Gross Motor	B. Movement and Coordination	All
2. Show their ability to use different body parts in a rhythmic pattern.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
3. Show increasing abilities to coordinate movements (e.g., throwing, catching, kicking, bouncing balls, using the slide and swing) in order to build strength, flexibility, balance, and stamina.	Gross Motor	C. Active Play	All
4. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries (e.g., riding a tricycle or bike, using their bodies in helpful vs. hurtful ways, being a 'leader' in a game).	Gross Motor	C. Active Play	All

**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**6. Early Learning Expectation: Fine Motor Development. Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.**

1. Develop and refine motor control and coordination, eye-hand coordination, finger/thumb and whole-hand strength coordination and endurance using a variety of age-appropriate tools (e.g., scissors, pencils, markers, crayons, blocks, putting together puzzles, using a variety of technology).	Fine Motor	B. Functional Skill Use	All
2. Use fine motor skills they are learning in daily activities (e.g., dressing themselves).	Fine Motor	B. Functional Skill Use	All

**7. Early Learning Expectation: Positive Activity. Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.**

1. Learn to cooperate with others through games and other activities and actions that show a growing knowledge of the rights of others.	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
2. Take pride in their own abilities and increase self-motivation.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
3. Begin to develop an appreciation and respect for the varying physical abilities and capabilities of others.			
4. Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer

**Health, Safety and Nutrition**

**8. Early Learning Expectation: Healthy Eating. Children become aware of and begin to develop nutritional habits that contribute to good health.**

1. Grow in their understanding of the importance of eating nutritious meals and snacks at regular intervals, and how this relates to good health.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
2. Begin to listen to body signals of hunger and fullness, learn to choose how much to eat at meals and snacks, and are able to convey their needs for food to adults.	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
3. Use age/developmentally-appropriate eating utensils safely and correctly.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
4. Become aware of foods that cause allergic reactions for some children and/or other dietary needs or restrictions.			

**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**9. Early Learning Expectation: Healthy Choices. Children begin to have knowledge about and make age-appropriate healthy choices in daily life.**

1. Show growing independence in keeping themselves clean, personal care when eating, dressing, washing hands, brushing teeth, use of tissues for nose-blowing (and their disposal), and toileting.	Adaptive	B. Personal Care Routines	All
2. Grow in understanding of the importance of good health and its relationship to physical activity.	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
3. Talk about ways to prevent spreading germs and diseases to other people.	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
4. Develop an understanding of basic oral hygiene.	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
5. Begin to be able to recognize activities that contribute to the spread of communicable diseases (e.g., sharing of cups, eating utensils, hats, clothing, foods).	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
6. Can begin to recognize some symptoms of disease or health issues (e.g., a sore throat is not a “sore neck”) and common instruments used in diagnosing disease (e.g., thermometer, x-ray machines).	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
7. Begin to become aware of activities, substances, and situations that may pose potential hazards to health [e.g., smoking, poisonous materials, edible, non-edible items (e.g., plants/berries), medications (appropriate use of)].	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways



**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**10. Early Learning Expectation: Personal Safety. Children recognize that they have a role in preventing accidents or potential emergencies.**

1. Begin to learn appropriate safety procedures (e.g., in the home, at school, as a pedestrian, outdoors, on the playground, with vehicles, with bicycles, around bodies of water).	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
2. Identify persons to whom they can turn for help in an emergency situation.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
3. Begin to know important facts about themselves (e.g., address, phone number, parent’s name).	Adaptive	D. Personal Safety	4.1 States or produces personal information to promote/maintain personal safety
4. Become aware of issues relative to personal safety (e.g., inappropriate touching, good and bad secrets, learning how to say ‘No’ to inappropriate touching by any other person, recognizing when to tell an adult about an uncomfortable situation).	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
5. Begin to learn the correct procedure for self-protection in emergency situations (e.g., tornados, fire, storms, gun fire, chemical spills, avoidance of other’s blood and vomit).	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
6. Begin to try new activities with ‘just manageable’ risk (e.g., riding a tricycle, climbing safely, jumping, exploring).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
7. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

### Early Learning in Mathematics

#### 1. Early Learning Expectation: Math Practices. Children begin to develop processes and strategies for solving mathematical problems.

1. Try to solve problems in their daily lives using mathematics (e.g., how many napkins are needed).	Math	A. Counting	All
2. Generate new problems from every day mathematical situations and use current knowledge and experience to solve them (e.g., distribute crackers).	Math	A. Counting	All
3. Begin to develop and use various approaches to problem solving based upon their trial and error experiences.	Math	D. Addition and Subtraction	All
4. Begin to talk about the processes and procedures they used to solve concrete and simple mathematical situations.	Math	D. Addition and Subtraction	All
5. Begin to generate problems that involve predicting, collecting, and analyzing information and using simple estimation.	Math	D. Addition and Subtraction	All

**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**2. Early Learning Expectation: Mathematical Literacy. Children begin to use the language of mathematics by applying emerging skills in representing, discussing, reading, writing, and listening (e.g., by translating a problem or activity into a new form; a picture, diagram, model, symbol, or words).**

1. Participate regularly in informal conversations about mathematical concepts and number relationships.	Math	B. Quantitative Relations	All
2. Begin to record their work with numbers in a variety of simple concrete and pictorial formats, moving toward some use of number and other mathematical symbols.	Math	D. Addition and Subtraction	2. Reads and writes symbols for subtraction (-) and equals (=)
3. Begin to use symbols to represent real objects and quantities.	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
4. Make progress from matching and recognizing number symbols to reading and writing numerals.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
5. Talk about their own mathematical explorations and discoveries using simple mathematical language and quantity-related words.	Math	B. Quantitative Relations	All
6. Begin to recognize that information comes in many forms and can be organized and displayed in different ways.	Math	C. Reading and Writing Numbers	All
7. Begin to describe comparative relationships (e.g., more/less/same number of objects or quantities).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

**3. Early Learning Expectation: Classification and Patterns. Children begin to develop skills of recognizing, comparing and classifying objects, relationships, events and patterns in their environment and in everyday life.**

1. Recognize, describe, copy, extend, and create simple patterns with real objects and through pictures.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
2. Identify patterns in their environment.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
3. Investigate patterns and describe relationships.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
4. Recognize patterns in various formats (e.g., things that can be seen, heard, felt).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

## MI Standard

## AEPS-3 Area

## AEPS-3 Strand

## AEPS-3 Item

**4. Early Learning Expectation: Counting and Cardinality. Children extend their understanding of numbers and their relationship to one another and things in the environment.**

1. Develop an increasing interest and awareness of numbers and counting as a means for determining quantity and solving problems.	Math	B. Quantitative Relations	3. Compares items in sets of 11 to 20 by counting
2. Match, build, compare, and label amounts of objects and events (e.g., birthdays in the week) in their daily lives.	Math	B. Quantitative Relations	3. Compares items in sets of 11 to 20 by counting
3. Make progress in moving beyond rote counting to an understanding of conceptual counting (e.g., one-to-one correspondence).	Math	B. Quantitative Relations	3.2 Compares items in sets of 11 to 20 by visual examination
4. Recognize and match number symbols for small amounts with the appropriate amounts (e.g., subitizing).	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
5. Show progress in linking number concepts, vocabulary, quantities and written numerals in meaningful ways.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
6. Show growth in understanding that number words and numerals represent quantities.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
7. Use cardinal (e.g., one, two) and ordinal (e.g., first, second) numbers in daily home and classroom life.	Math	A. Counting	3.2 Recites numbers 1–20
8. Understand how numbers can be used to label various aspects of their lives (e.g., house number, phone number, ages of classmates).	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
	Math	C. Reading and Writing Numbers	2.2 Labels numerals 6–10
9. Develop an increasing ability to count in sequence up to ten and beyond, typically referred to as “counting on.”	Math	A. Counting	3.1 Counts 20 items to determine “How many?”

## MI Standard

## AEPS-3 Area

## AEPS-3 Strand

## AEPS-3 Item

**5. Early Learning Expectation: Simple Operations and Beginning Algebraic Thinking. Children begin to develop skills of sorting and organizing information, seeing patterns, and using information to make predictions and solve new problems.**

1. Begin to develop the ability to solve problems involving joining, separating, combining, and comparing amounts when using small quantities of concrete materials.	Math	D. Addition and Subtraction	All
2. Can generate problems that involve predicting, collecting, and analyzing information.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
3. Use simple estimation to make better guesses.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
4. Identify likenesses and differences.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
5. Can place objects or events in order, according to a given criterion (e.g., color, shape, size, time).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
6. Recognize that the same group can be sorted and classified in more than one way and describe why they would group or sequence in a particular way.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
7. Begin to understand that simple concrete and representational graphs are ways of collecting, organizing, recording, and describing information.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object

**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**6. Early Learning Expectation: Measuring. Children explore and discover simple ways to measure.**

1. Show awareness that things in their environment can be measured.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
2. Begin to understand concepts of weight.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
3. Show an awareness of the concept of time, beginning with the recognition of time as a sequence of events and how time plays a role in their daily life (e.g., breakfast, snack, lunch, dinner).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
4. Show an awareness of temperature as it affects their daily lives.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
5. Use beginning skills of estimation in solving everyday measurement problems (e.g., about how many cookies are needed for a small group of children).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
6. Begin to use non-standard measures (e.g., length of hand) for length and area of objects.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
7. Begin to understand that tools (e.g., rulers, scales, counters) can be used to measure properties of objects and amounts.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**7. Early Learning Expectation: Geometry. Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.**

1. Can make models, draw, name, and/or classify common shapes and verbally describe them in simple terms.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
2. Investigate and begin to predict the results of combining, subdividing, and changing shapes.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
3. Begin to recognize and appreciate geometric shapes in their environment.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
4. Begin to build an understanding of directionality, order, and positions of objects through the use of words (e.g., up, down, over, under, top, bottom, inside, outside, in front of, behind).	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
5. Identify patterns in their environment.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
6. Recognize, describe, copy, extend and create simple patterns with real objects and through pictures.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
7. Investigate patterns and describe relationships.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
8. Recognize patterns in various formats (e.g., things that can be seen, heard, felt).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

### Early Learning in Science

#### 1. Early Learning Expectation: Observation and Inquiry. Children develop positive attitudes and gain knowledge about science through observation and active play.

1. Demonstrate curiosity about and interest in their natural environment that leads them to confidently engage in activities related to science.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
2. Ask questions related to their own interest and observations.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
3. Talk about their own predictions, explanations and generalizations based on past and current experiences.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
4. Expand their observational skills (e.g., extending the time they observe, being able to describe and confirm their observations by using a variety of resources).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
5. Begin to participate in simple investigations (e.g., asking questions manipulating materials; anticipating what might happen next; testing their observations to determine why things happen).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information



## MI Standard

## AEPS-3 Area

## AEPS-3 Strand

## AEPS-3 Item

**2. Early Learning Expectation: Living and Non-living Things. Children show a beginning awareness of scientific knowledge related to living and non-living things.**

1. Demonstrate a growing ability to collect, talk about, and record information about living and non-living things (e.g., through discussions, drawings).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
2. Begin to categorize living and non-living things in their environment based on characteristics they can observe (e.g., texture, color, size, shape, temperature, usefulness, weight).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
3. Use observation skills to build awareness of plants and animals, their life cycles (e.g., birth, aging, death) and basic needs (e.g., air, food, light, rest).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
4. Begin to describe relationships among familiar plants and animals (e.g., caterpillars eat leaves).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
5. Begin to describe the places in which familiar plants and animals in their neighborhood live (e.g., city, drainage ponds, parks, fields, forests).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
6. Demonstrate greater knowledge and respect for their bodies (e.g., describe visible parts of the human body and their functions).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
7. Observe, describe and compare the motions of common objects in terms of speed and direction (e.g., faster, slowest, up, down).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**3. Early Learning Expectation: Knowledge about the Earth. Children show a beginning awareness of scientific knowledge related to the earth.**

1. Can talk about observable characteristics of different seasons.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
2. Can talk about the observable properties of earth materials (sand, rocks, soil, water) and living organisms.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
3. Can talk about major features of the earth’s surface (streams, hills, beaches) when found in the children’s neighborhood and neighborhoods that they visit.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
4. Begin to describe weather and its changing conditions (e.g., wind, rain, snow, clouds).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
5. Talk about ways to be safe during bad weather and in outdoor explorations.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

### Early Learning in the Social Studies

#### 1. Early Learning Expectation: Relationship in Place. Children begin to understand and interpret their relationship and place within their own environment.

1. Explore the environment, experiment and play with natural materials, explore the texture, sound and smells of nature.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
2. Extend information gained from books and stories or projects to learning in the outdoor setting in which they live and play.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
3. Develop a sense of connectedness through the exploration of the natural environment and materials, caring for animals or plants.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
4. Engage in conversations that reflect experiences in and observations of the environment.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
5. Demonstrate a developing sense of respect for nature and its components.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
6. Use and understand words for location and direction.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**2. Early Learning Expectation: How People Are Influenced. Children begin to recognize that many different influences shape people’s thinking and behavior.**

1. Can talk about personal information (e.g., name; family members; and, by four, knowledge of personal traits, address, telephone number).	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
2. Begin to recognize themselves as unique individuals and become aware of the uniqueness of others.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
3. Show an understanding of family and how families are alike and different.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
4. Talk about ways members of a family can work together to help one another.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
5. Begin to recognize that people celebrate events in a variety of ways.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
6. Grow in understanding of and respect for differences among cultural groups, as well as their contributions to society.			
7. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
8. Participate in creating their own classroom celebrations.			

## MI Standard

## AEPS-3 Area

## AEPS-3 Strand

## AEPS-3 Item

**3. Early Learning Expectation: Understanding Time. Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.**

1. Use words to describe time (e.g., yesterday, today, tomorrow).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
2. Can talk about recent and past events.	Cognitive	B. Imitation and Memory	3. Relates past events
3. Show interest in nature and asks questions about what is seen and what has changed (e.g., temperature, trees, sunlight) over time.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
4. Gather information and learn new concepts through experimentation and discovery, making connections what they already know.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
5. Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms, and communities.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
6. Contribute to their community (classroom, school, neighborhood) as age appropriate.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

**4. Early Learning Expectation: Why We Have Rules and Laws. Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.**

1. Grow in their understanding of the need for rules and boundaries in their learning and social environment.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
2. Begin to understand consequences of following and breaking (disobeying) rules.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
3. Can identify people (e.g., parents, teachers, bus drivers, lunchroom helpers) who have authority in their home and early learning programs (e.g., who helps them make rules, who tells them when they are breaking a rule, who helps enforce rules).	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
4. Show increasing respect for the rights of others.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

**MI Standard**

**AEPS-3 Area**

**AEPS-3 Strand**

**AEPS-3 Item**

**5. Early Learning Expectation: Basic Ideas about Economics. Children increase their understanding about how basic economic concepts relate to their lives.**

1. Can talk about some of the workers and services in their community.	Social-Emotional	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
2. Can talk about some of the ways people earn a living.	Social-Emotional	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
3. Begin to understand that people pay for things with a representation of money (e.g., currency, checks, debit cards, credit cards).	Social-Emotional	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
4. Make simple choices about how to spend money.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences

**6. Early Learning Expectation: People and Their Environment. Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.**

1. Begin to identify what families need to thrive (e.g., food, shelter, clothing, love).	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
2. Can participate in improving their environment (e.g., pick up litter, recycle, plant trees and flowers, conserve lights, water and paper).	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
3. Engages in activities that promote a sense of contribution.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
4. Responds and recognizes naturally occurring events that reinforce the ideas of change and the connections to care giving of living things.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings